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Galushchak M. S.

The Kazakh national research technical university named after K. I. Satpayev,
Almaty, Republic of Kazakhstan

E-mail: maryser@mail.ru

CREATIVE POTENTIAL DEVELOPMENT OF STUDENTS DURING EXTRACURRICULAR ACTIVITIES AT THE FACULTY OF ARCHITECTURAL DESIGN

Abstract. This article describes the project of extracurricular activities of students of the Faculty of Architecture, where the installations design for the celebration of World Car Free Day in Almaty, Kazakhstan is given as an example. The article reports on main activities, stages and results of the project. Extracurricular activities are already widely acknowledged as an effective way to promote initiative and creative independent thinking of students, as well as their interest in the public life of the city.

Keywords: creative self-reliance, extracurricular activities, parking space, urban environment, learning process, independent work, architectural education.

Галушчак М. С.

Казахский национальный исследовательский технический университет им. К. И. Сатпаева,
Алматы, Республика Казахстан

E-mail: maryser@mail.ru

РАЗВИТИЕ ТВОРЧЕСКОГО ПОТЕНЦИАЛА СТУДЕНТОВ НА ДОПОЛНИТЕЛЬНЫХ ЗАНЯТИЯХ ПО АРХИТЕКТУРНОМУ ПРОЕКТИРОВАНИЮ

Аннотация. В статье описывается опыт внеаудиторных занятий со студентами архитектурного факультета на примере изготовления инсталляций для участия во Всемирном дне без автомобиля в г. Алматы. Представлены основные виды деятельности, этапы и результаты работы. Опыт позиционирует внеаудиторные занятия как эффективное средство развития инициативы, творческой самостоятельности студентов, их интереса к общественной жизни города.

Ключевые слова: творческая самостоятельность, внеаудиторная деятельность, парковочное место, городская среда, учебный процесс, самостоятельная работа, архитектурное образование.

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1. Introduction

The development of creative self-reliance of Architectural Faculty students and their training to be initiative specialists with well-developed creative thinking is of paramount importance in the system of higher education.

To achieve the above-described goals mandatory types of classes, namely classroom lectures, practical and seminars, were developed. Such mandatory classes, subject to the program and the curriculum, are fixed in a schedule and ensure good planning and well-organized educational process, systematic monitoring of the process and results of the students.

However, classroom training does not promote learning process creativity, independent work of instructors and of students, organization of comfortable environment, as well as the development of personality and the potential realization of the potential of each individual student [1].

Extracurricular activities in their turn allow to implement successfully the above-mentioned goals,

to develop friendship and partnership relations in a community. Extracurricular activities of students with arts majors aim to find solutions to feasible problems and thus to enhance the natural curiosity of students and their motivation to learn, to expand their horizons, to develop creativity, to develop their learning abilities [2].

The current dynamic public life development is involved into many creative scientific and creative directions. The image of the city, the interaction of its transport infrastructure and natural landscapes, the social processes taking place in it — all of these factors — make the goal of a comfortable urban environment development even more relevant. One way to achieve the objective, as well as to attract the attention of the citizens to current problems is the organization of themed events and competitions for the public. Participation of students in the social life of a city where they live and study — is one of the most interesting goals and topics for extracurricular activities.

2. Completed project

In September 2015, with the support of the city government, the city of Almaty took part in the World

Car Free Day for the first time [3]. The main goal of this event was to inspire, encourage and stimulate citizens to give up a personal car during the day and choose to travel around the city by other alternatives, for example, to combine various forms of public transportation, to walk, to cycle and so on [4]. In order to attract the attention of citizens and to make cultural event interesting and memorable, the organizers gave all participants the following creative task: to re-design parking spaces, so that they would be useful for the citizens, to involve pedestrians into a project and to create a unique environment.

To participate in the project a creative team of seven students was organized from the number of students of the faculty “Architecture and Design” of KazNITU University. The group consisted of three students from the fifth year of study, and two persons from the third and the first year respectively. During the selection process such qualities as the willingness of students to change the appearance of the city, to express themselves, the ability to convert his/her own ideas into real objects were taken into consideration. The team had two parking spaces, 2.5×5 m, and two weeks to prepare the project. The task became an exciting and intense work process. After reviewing the history of the World Car Free Day, the team decided to organize the spot in the most functional and attractive way. After the brainstorming stage the team had about 30 ideas. All team members discussed each idea openly. This step gave the students the right to choose and the chance to develop a sense of responsibility. The spirit of competition pumped the effectiveness of the process — everyone wanted his idea to be chosen. Overly simple or too controversial ideas were set aside. The ideas selection stage promoted the friendship between the team members; the participants learned the interests of each other and tried to exercise maximum understanding of each other’s motives and desires. At the end of the ideas’ selection stage, two ideas have received general approval, and the implementation phase began.

For the first time these students have constructed not small educational models from paper and cardboard, but actual installation objects from such materials as metal, wood, plastic, metal mesh, varnishes and paints. They have learned to use a saw, welding machines, spray guns (Figs. 1–3). The process of creating installations became experimental and exciting. Each member of the group had to assess logically their own possibilities, the time, which should have been spent on the work, each had to recall or learn how to work with different materials. During the project, everyone had their own responsibilities and had to do the assigned tasks on time. As a result, all installation objects — under the supervision and with the participation of a teacher (the process was interesting for the both sides) were made before the deadline. Thus, one young team working at their spare time was able to turn their ideas into reality within one week.



Fig. 1. Student has already made a chair for origami area



Fig. 2. Objects of origami area are ready for painting

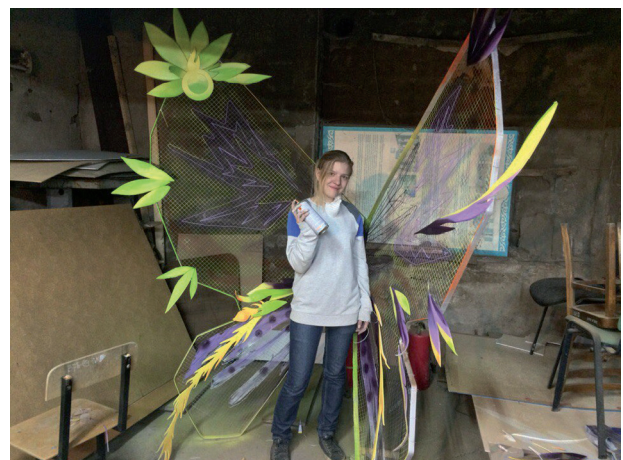


Fig. 3. Work on “the wings of a butterfly” completed

3. Methods

The formation of the main ideas was based on pedagogical concepts and strategies to find suitable images, to study similar in size or design objects and their design features. The installation objects images were developed by the method of installation requirements: the search of true physical components of the concrete structure, disclosure of communications functions, and the development of specific components, eliminating potential problems.

4. Results of work

As a result of the work and proper division of responsibilities, taking into account individual characteristics and motivation of each participant, group introduced two beautiful installation objects in the designated parking areas.

The first object was big parked wings. The translated idea was: “Man has always wanted to fly like a free bird, or like a bright butterfly. We believe that one day it will become a reality, and people will start to park their wings instead of cars, which will make streets of the city prettier and provide more space for parking. How would your wings look? Do you want to try them on?”

Entering into a dialogue with citizens, asking those questions, the students received a positive response, listened to fairy tales and stories involving wings from the adults and involved children in a game (Fig. 4)



Fig. 4. “The wings of a butterfly” installation on parking place

The second installation object — a creative workspace — was made in the origami style. The concept was: “Just like a regular piece of paper with the right folding takes form, the usual spot can be also transformed into something unusual. We know that even in the area equal to one parking space, you can spend quality time in a good company, create interesting area to learn the crafts, an exhibition, or a garden of flowers and one can even become a captain of a ship!” (Figs. 5–7).

This area became a gathering place for about a hundred people; many sat down at a table, took a pair of scissors and paper and tried the art of origami for the first time. At the end of the day, origami figures of the visitors filled up the exhibition “parking” area [5, 6].



Fig. 5. The ship made of PVC



Fig. 6. The origami flowers made of PVC



Fig. 7. The team of students at their parking place

5. Conclusion

Contests and cultural events are the most relevant platform for extracurricular activities of students. The work of students in a group develops effectively new skills and forms of creative thinking. Participation in the cultural life of their hometown city becomes more attractive, and the desire to achieve personal goals with the correct allocation of responsibilities becomes the most powerful engine to finish a project on time. The combination of classroom and extracurricular activities creates all the necessary conditions for the activation of creative activity of students, stimulation of their responsibility and hard work, and for the informal productive interaction between students and the teacher that helps to perform positively the task of socio-cultural training of future specialists in the system of higher education.

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